

Research on the Effectiveness of Cloud Computing Logistics Management Classroom Teaching

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Keywords: Cloud computing technology, Logistics management, Classroom teaching, Effectiveness

Abstract: The total supply of logistics talents is in short, and the training of logistics talents lags behind the development of logistics industry. Therefore, it is necessary to improve the effectiveness of logistics classroom teaching and cultivate logistics talents faster and better. The effective performance of classroom teaching of cloud computing logistics management plays a role in getting twice the result with half the effort. The teaching method of cloud computing effectiveness is flexible and appropriate. Starting from the definition of the effective teaching of cloud computing logistics management specialty, authors discusses the characteristics of the classroom teaching effectiveness of cloud computing logistics management specialty in this paper, the three teaching abilities that need to be improved by the classroom teaching effectiveness of teachers, and the four problems that need to be paid attention to in the effective classroom teaching of cloud computing logistics specialty. It aims at improving the practical significance and value of the classroom teaching effectiveness of cloud computing logistics management specialty.

1. Introduction

Cloud computing is a new computing mode. It breaks through the traditional computing mode, virtualizes various computer resources, and provides various forms of services such as infrastructure, service platform, software, etc. through the network [1]. In the logistics industry, cloud computing can organize the resources of the logistics industry, provide a platform for logistics companies to exchange and share data, and provide storage services for enterprises. Therefore, the application of cloud computing in the teaching of logistics management specialty is the result of the development trend of logistics specialty. The effective teaching method of cloud computing is flexible and appropriate, and it can play the role of getting twice the result with half the effort.

2. Cloud Computing Logistics Management Specialty Classroom Teaching Effectiveness

Through cloud computing technology, online teaching service providers can process tens of millions or even billions of information from various aspects of students' classes in a few seconds.

2.1 The Definition of Effectiveness in Cloud Computing Logistics Management Professional Teaching

The effectiveness of cloud computing logistics management professional teaching mainly refers to the specific progress or development of students after a period of teaching by teachers. The effective teaching of cloud computing logistics management specialty refers to all behaviors and strategies that teachers use to cause, maintain and promote students' learning through cloud computing [2]. It mainly includes three aspects:

Firstly, teachers use cloud computing to stimulate students' learning intention and interests. By stimulating students' learning motivation, teachers make teaching based on students' psychology of wanting to learn, willing to learn, and happy to learn.

Secondly, it is that teachers should clarify teaching objectives through cloud computing. Teachers should let students know what to learn and how much to learn.

Thirdly, teachers adopt teaching methods that are easy to understand and accept by students through cloud computing.

The effective teaching of cloud computing logistics management specialty means that students can learn happily and teachers can teach easily through the teacher's teaching process. It frees not only students from the heavy burden of schoolwork, but also teachers from the heavy work, so that teachers have the energy and time to update and supplement knowledge or carry out higher level teaching research, so that students have the energy and interests to understand, digest and absorb the knowledge they have learned [3].

2.2 Effectiveness of Classroom Teaching of Cloud Computing Logistics Management Specialty

The effectiveness of cloud computing logistics management classroom teaching means that the logistics management class uses certain teaching strategies to complete the predetermined teaching objectives within the set time range, and obtains the optimization of the expected benefits of logistics classroom teaching, so as to maximize the progress and development of both logistics knowledge learners and logistics knowledge imparters.

First of all, the effectiveness of classroom teaching of cloud computing logistics management specialty refers to that teachers follow the objective laws of teaching activities through cloud computing, and use the least time, energy and material resources to achieve as many teaching effects as possible. It includes three meanings: effect, efficiency and benefit. Students' progress or development is the only indicator of teaching effectiveness.

Secondly, the effectiveness of classroom teaching through cloud computing refers to the achievement of the established teaching objectives by teachers and students through cloud computing within the specified classroom teaching time. This definition is prescriptive in two aspects:

The first aspect, through the time regulation of cloud computing logistics teaching, teachers should complete teaching tasks in the classroom, instead of extending the tasks in the classroom to before or after class, and occupy all the time of students after class in the form of so-called preview and homework.

The Second aspect, through the prescriptive teaching objectives of cloud computing logistics specialty. All problems of efficiency should be linked to the goal, and it doesn't matter if we leave the goal. The teaching objectives of a class of cloud computing logistics specialty should be appropriate

and clear, so that students can understand the learning objectives of a class and actively cooperate with teachers to complete tasks efficiently.

3. Characteristics of Classroom Teaching Effectiveness of Cloud Computing Logistics Management Specialty

3.1 The Effectiveness of Classroom Teaching of Cloud Computing Logistics Emphasizes on the Progress and Development of Students

Cloud computing logistics classroom teaching teachers should have object awareness. Teaching is not a monologue. Without learning, there is no teaching. Therefore, teachers must establish the dominant position of students and establish the idea of everything is for the development of students. Secondly, logistics teachers are required to have the concept of the whole person. Students' development is comprehensive development, not the development of a certain aspect or discipline. The logistics teachers should not overestimate the value of the logistics discipline they teach, and should not only position the value of the logistics discipline on this discipline, but also on the development of a complete person. Thirdly, logistics teachers are required to pay attention to teaching efficiency and have the concept of time and efficiency. Logistics teachers can neither follow their feelings nor simply understand benefit as the most content with the least time. The teaching efficiency does not depend on how much content the teacher teaches, but on the results of comprehensive consideration of the learning results and learning process of students in unit time.

3.2 Implementation Steps of Classroom Teaching Effectiveness of Cloud Computing Logistics Specialty

(1) Effective Preparation for Cloud Computing Logistics

Cloud computing effectiveness teaching objectives: clear and concise. The goal is the direction. When preparing lessons, teachers should formulate clear, specific and scientific teaching objectives, establish key points around the objectives, and optimize teaching methods, so that classroom teaching will receive good results.

Cloud computing effectiveness teaching content: appropriate and moderate. Teachers should follow the laws of education and teaching principles, scientifically arrange and match the contents of teaching materials.

Cloud computing effectiveness teaching method: flexible and appropriate. With the same teaching content, different teaching methods will have different effects. Only when teaching methods are appropriate, teaching can be effective.

(2) Effective Organization of Cloud Computing Logistics Professional Classroom

The language organization of teachers should be accurate and concise, and enhance the scientific, targeted and accurate language expression, so as to be clear, concise, focused and logical.

The time organization should be appropriate. The time allocation of each part of the teaching should be expected by the teacher when preparing the lesson and regulated during the lecture. The less time wasted, the greater the density of classes, and the higher the quality of teaching.

The teaching organization of cloud computing logistics is open to all students. In the classroom teaching of cloud computing logistics specialty, the arrangement of each link should be based on the participation of all students as much as possible, and the learning situation of most students should be understood through individual questions, group communication, cloud computing logistics specialty classroom testing and other forms.

(3) Effective after-class Practice of Cloud Computing Logistics

Cloud computing is not much practice after class. To improve the effectiveness of the exercise is to

fully understand the learning situation. Because of the class design exercise, students cannot effectively improve their thinking and ability to think and solve problems in the training.

1) Teachers of Cloud Computing Logistics Should Establish Advanced Teaching Concepts.

The teaching concept of logistics specialty is the ideological concept and spiritual pursuit to guide the teaching behavior of logistics specialty. For logistics professional teachers, having clear and advanced logistics professional teaching concepts should be the basic quality requirements of logistics professional. In the logistics professional curriculum, teachers must implement the logistics professional curriculum with new ideas.

2) Cloud Computing Logistics Teachers Should Enrich Their Personal Knowledge Reserves.

In class, logistics teachers are required to have a deep understanding of the textbook. As the direct implementer of logistics professional courses, teachers need to constantly study and explore, and constantly expand their logistics professional knowledge.

3) Cloud Computing Logistics Teachers Should Be Reflective Teachers.

The purpose of reflection is to better educate people. Teachers should reflect on themselves, put aside all the temptations of formalism and utilitarianism, actively absorb the advanced teaching reform results of logistics specialty, join in the wave of classroom teaching reform of logistics specialty, and let teachers' educational thoughts build in reflection. Teachers' teaching reflection is the process of teachers' self-improvement and improvement. Through reflective teaching, teachers can grow continuously and become scholar teachers. Teachers' professional development enables them to participate in the teaching reform of logistics specialty as soon as possible, strive to improve the quality of logistics specialty classroom teaching, integrate teachers' teaching practice and teaching reflection, make it a process of promoting teachers' professional sustainable development and ability improvement, and strive to make teachers grow from discipline type teachers to scholar type teachers.

The importance of teaching reflection of logistics teachers usually includes the following aspects: it is helpful for teachers to raise awareness; It is conducive to the optimization of teachers' knowledge; Conducive to the development of teachers' unique style; It is beneficial for teachers to control students and the classroom. The logistics professional teachers should realize the professional growth of logistics in the spiral of practice - reflection - practice - reflection[4].

4. Four Teaching Abilities That Teachers Need to Improve in Classroom Teaching Effectiveness of Cloud Computing Logistics

The four teaching abilities that cloud computing logistics teachers need to improve include the teaching cognitive ability of cloud computing logistics teachers, the teaching operational ability of cloud computing logistics teachers, the teaching control ability of cloud computing logistics teachers, and the classroom information feedback ability of cloud computing logistics teachers.

4.1 Improvement of Teaching Cognitive Ability of Cloud Computing Logistics Teachers

The improvement of teaching cognitive ability of cloud computing logistics teachers mainly refers to the improvement of logistics teachers' ability to analyze the relationship between students' psychological characteristics and the teaching strategies used by the teachers themselves on the basis of mastering the principles and corresponding concepts of the logistics discipline taught.

4.2 Improvement of Teaching and Operation Ability of Cloud Computing Logistics Teachers

The improvement of teaching and operation ability of cloud computing logistics professional teachers refers to the improvement of the level of logistics professional teachers' use of strategies in the teaching process of cloud computing logistics professional, mainly to improve the ability of

teachers themselves to guide students to master knowledge and actively think, as well as to use a variety of strategies to solve problems.

4.3 Improvement of Classroom Regulatory Ability of Cloud Computing Logistics Teachers

Logistics class is a dynamic process, and many generative things in the class are unpredictable. In the face of these teaching problems that were not estimated before the class, the logistics professional teachers should adjust the classroom teaching in time according to the actual situation of the class, change the established teaching links, and guide students to focus on and keep on the logistics professional teaching activities.

4.4 Improvement of Classroom Information Feedback Ability of Cloud Computing Logistics Teachers

The improvement of the feedback ability of logistics teachers in classroom teaching mainly refers to the process of improving the multi-directional information exchange between teachers and students and between students. Logistics professional teachers, standing on the podium is thought and wisdom. This kind of thinking and wisdom requires the logistics professional teachers to capture all kinds of information from the logistics professional students in time, and transform it into effective teaching resources for the logistics professional through analysis, thus triggering new learning.

5. Four Problems to Be Paid Attention to in Efficient Teaching of Cloud Computing Logistics

5.1 Teachers Should Clarify the Teaching Objectives of Each Professional Course, That is, What Knowledge and Skills Students Can Acquire

In class, teachers should clearly let students get what in terms of knowledge, ability and values, and the goal must be clear. According to the requirements of the syllabus, this is the bottom line of teaching quality.

5.2 Teachers Should Pay Attention to the Teaching Efficiency

In teaching, teachers should return time to students, ability to students, health to students and respect teaching laws. Teachers should determine how long it takes for students to acquire knowledge, ability and correct values.

5.3 Teachers Should Pay Attention to the Practicality of Teaching Methods

Teachers should pay attention to the practicality of teaching methods, which means how to let students acquire the knowledge, ability and correct values specified in the teaching objectives.

There is method in teaching, but there is no fixed method in teaching. Teachers should choose different teaching methods according to the teaching content of each lesson, the actual situation of students and the characteristics of the subject. The method is appropriate and the result is twice the result with half the effort.

5.4 Teachers Should Pay Attention to the Teaching Standards.

After teaching, teachers should pay attention to the detection and evaluation of teaching, that is, check whether students have reached the target requirements.

Whether a class is efficient depends on whether each student has reached the standard. Different

students have different abilities, so values cannot be cut across all, but basic core knowledge and basic skill training are what every student should achieve.

6. Conclusion

The effectiveness of classroom teaching of cloud computing logistics specialty has a long way to go, and it is the home place for students to acquire knowledge and cultivate ability [4].

The teaching effectiveness class of cloud computing logistics specialty can realize the education and teaching idea of independence, cooperation and exploration, and gradually form the latest harmonious teaching mode. At the same time, clear time, clear content, clear method, clear requirements, and achieve four clear, so that students can concentrate on efficient learning.

Based on the above thinking and analysis, teachers of cloud computing logistics need to constantly explore and work hard to improve their management ability and professional level, constantly try new teaching methods and models, constantly update classroom management concepts, use effective classroom teaching management methods and skills, ensure teaching quality, and improve the efficiency of classroom teaching management of cloud computing logistics [5].

In short, the effectiveness of the teaching of logistics specialty is the life of the teaching of logistics specialty [4]. Only by carefully studying and solving the problems such as the weak concept of effective teaching of logistics specialty teachers, the poor effectiveness of teaching time, the lack of effectiveness of classroom management and the imbalance between the vertical, horizontal and internal structure of teaching and curriculum implementation, the effectiveness of the classroom teaching of logistics specialty can be effectively improved [5].

Acknowledgement

The research in this paper is one of research achievements of Higher Education Reform in Jiangsu Province in 2021: Revolution and Construction: Cloud Classroom Teaching Research of Learning, Training and Innovation Integration---Taking Logistics Management Specialty as an Example (NO. 2021JSJG569)

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